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AN EXPLORATORY INVESTIGATION OF PERCEPTUAL REACTIONS OF SOUTHERN UNDERGRADUATE NEGROES TO VISUAL MATERIAL DEPICTING VARIOUS GROUPINGS OF ETHNIC SUBJECTS.

BY- COOPER, THEODORE B. AND OTHERS
FLORIDA AGRICULTURAL AND MECHANICAL UNIV.

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SETS OF SLIDES AND FILMS THAT WERE IDENTICAL EXCEPT FOR THE ETHNIC GROUPINGS DEPICTED WERE PREPARED TO PRESENT A SINGLE AREA OF AMERICAN HISTORY TO THREE DIFFERENT CLASS GROUPS. THE ETHNIC GROUPS SHOWN WERE (1) ALL NEGRO, (2) ALL WHITE, AND (3) MIXED SUBJECTS. THE TEST GROUP CONSISTED OF 60 FRESHMAN COLLEGE STUDENTS. THE SAMPLES WERE EQUALLY SEPARATED INTO THREE EXPERIMENTAL GROUPS EACH OF WHICH RECEIVED ONE OF THE EXPERIMENTAL TREATMENTS. PRE- AND POST-TESTING WAS ACCOMPLISHED BY USE OF THE COOPERATIVE AMERICAN HISTORY TEST AND THE CALIFORNIA ETHNOCENTRISM SCALE. THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN THE GROUPS AT THE .05 LEVEL. IN SOME INSTANCES, HOWEVER, PERCEPTUAL DISTORTIONS WERE NOTED. FURTHER RESEARCH WAS SUGGESTED TO USE OTHER THAN CONVENTIONAL TECHNIQUES WITH INSTRUCTIONAL MATERIALS AND TO USE A MUCH LARGER SAMPLE. (RS)

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Director, Dr. Theodore B. Cooper

Associates, Messers Joseph Awkard and Howard Lewis

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I. PROJECT TITLE

AN EXPLORATORY INVESTIGATION OF PERCEPTUAL REACTIONS OF SOUTHERN UNDERGRADUATE NEGROES TO VISUAL MATERIAL DEPICTING VARIOUS GROUPINGS OF ETHNIC SUBJECTS

II. PROBLEM

Advances in the field of audio-visual education have kept pace with production techniques by which to develop materials superior in quality and quanity. The value of audio-visual materials in facilitating learning has long been established. Thus, educators may expect increased use of such aids with results correspondingly incremental. However, because of the recent emphasis increasingly being directed toward the behavioral determinants of perception, that is, those personal factors such as values, needs, and goals which predispose perceptual accentuation, perceptual defense, or perceptual selectivity, the question arises as to the nature of elements which might inhere in a pictorial representation that mitigate against the desired learning outcomes. The whole area of audio-visual edcuation is thus one which is inescapably concerned with the problems of perception. Thus, the problem in this study is to determine if (1) a perceptual differential obtains for undergraduate Negro students when reacting to visual material depicting various groupings of ethnic subjects, (2) if such differential is related to varying degrees of race awareness, and (3) if success in an American History unit of instruction, taught with the use of visual aids (filmstrips and slides), will depend upon, or vary with, stimuli containing each of three pictorial constructs: (a) pictures with all Negro subjects, (b) pictures with all White subjects, and (c) pictures with a balance of (integrated) Negro and White subjects.

If it is shown in this research that these students learn more efficiently as measured by standardized tests when pictures showing all Negroes are used or when there is a balance of Negro and White subjects (integrated), this should have important implications for those who produce instructional materials in general, and to the audio-visual producers in particular. Also it would have important implications for those who teach students similar to those participating in this study.

III. OBJECTIVES

(Hypotheses to be Tested)

1. Do perceptual distortions occur when southern Negro under-undergraduates are exposed, in a formal learning situation, to pictures representing various groupings of ethnic subjects?

2. Do such perceptual distortions vary with the degree of race, awareness, as measured by the California Ethnocentrism Scale, exhibited by this sample?

3. Is there a relationship between observed perceptual distortions and success in a course in American History which makes particular use of three (3) sets of visual aids as mentioned above?

IV. OTHER RELATED RESEARCH

For several years there has been an upsurge in research relating to factors of a psychodynamic nature which raise or lower thresholds of perceptions. For example:

1. Bruner, Jerome S. and Postman, Leo J. "Symbolic Value As An Organizing Factor in Perception," The Journal Of Social Psychology. 27: (May, 1948) pp. 203-208

   The above researchers found that the symbolic values of the stimuli tested proved to be a significant determinant in perceptual organization; also value whether positive or negative leads to perceptual accentuation.

2. Bruner, Jerome S. and Goodman, Cecile C. "Value and Need as Organizing Factors in Perception," Journal of Abnormal Psychology. 42: pp. 33-37.

   These researchers found the following:

   a. The greater the social value of an object, the more will it be susceptible to organization by behavioral determinants. It will be selected perceptually from among alternative perceptual objects and will become fixated as a perceptual response tendency. Also it will become perceptually accentuated.

   b. The greater the individual need for a socially valued object, the more marked will be the operation of behavioral determinates.

   c. Perceptual equivocality will facilitate the operation of behavioral determinants only insofar as equivocality reduces the operation of autochthonous determinants without reducing the effectiveness of behavioral determinants.

3. Levine, R., Chein, I., and Murphy, G., "The Relation of the Intensity of A Need to the Amount of Perceptual Distortion." The Journal of Psychology. 13: (1942) pp. 283-293.

   These psychologists found that when the autistic aspects of perception is measured by varying the interval since eating and rating the number of food percepts at each in interval, that the number of food responses to achromatic cards increased at three and at six hours thereafter the number decreased. They offer a hypothesis which emphasizes the conflict between food-set and reality-set; the chromatic cards activating the reality-set more than the achromatic cards do.

4. Postman, Leo, Bruner, Jerome, and McGinnies, Elliot. "Personal Values As Selective Factors in Perception." Journal of Abnormal and Social Psychology. 43: (1948) pp. 142-154.

These researchers found in their experiment with selected words that there was considerable variability, but a marked tendency for high value words to be recognized at shorter time exposure than low-value ones. Also, that the higher the value represented by a word the more rapidly it is likely to be recognized. Further, they explain the role of value orientation in these ways: (a) Value orientation may, on the other hand, raise thresholds for unacceptable stimulus objects. (c) Finally, the perceivor, whatever the nature of the stimulus, favors the pre-solution hypothesis which reflect their value orientation. The perceivor will therefore perceive more readily stimulus objects which lie within the same value area or his preferred pre-solution hypothesis.

5. Prohansky, Harold and Murphy, Gardner. "The Effects of Reward and Punishment on Perception", The Journal of Psychology. 13: (1942) pp. 295-305.

These psychologists found in their experiment that the experimental subjects showed in the past-training series, significant shifts in estimates of lines and weights in the direction of the percepts which had been rewarded. The control subjects showed no significant shifts in perception. Such large and uncontrolled auto-kinetic effects appeared in the training series as to vitiate the past- training data.

Lindgren[1] has summed up these investigations in this way:

> A number of the experiments that serve to demonstrate the existence of unconscious processes are studies in the field of perception. These experiments show how people will unconsciously distort or deny what they see, feel and hear because they are influenced by certain forces or values without being aware of such influences.

Little research has been done on this particular problem; especially as it relates to Negroes. It is, therefore, our hope that some objective evidence will be available in this specific area. Also this study should further test the findings of other researchers in the generalized area of perception.

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[1]Henry Clay Lindgren, Psychology of Personal and Social Adjustment (New York: American Book Company, 1953), pp. 45-46.

This particular research is distinctive in that if it is found that our group learns more efficiently (as measured by a standardized achievement test in American History, Cooperative American History Test -- High School and College) when slides and filmstrips are used showing Negroes only, then this is probably the type of material that should be used when instructing southern undergraduates Negroes. This finding would of course have implications for those who produce instructional materials generally and for audio-visual producers particularly. This same point would be valid if this was found to be true of the integrated pictures. It is also possible if this finding is evident that these students and others similar could be re-educated to a selective system of perception that is similar to that of the majority group.

V. PROCEDURE

Our proposed plan of attack is:

1. To select three (3) competent instructors in American History who are willing to work enthusiastically with us on this project. Also, they must be competent in the use of audio-visual materials.

2. Our research group will work cooperatively with these instructors in building a maximum amount of uniformity in teaching the course as it relates to content, methods of presentation of content, approach, and selection of instructional materials.

3. To determine from these instructors the 3¼" x 4" slides and filmstrips in black and white they will need to teach the course so we can tailor-make them for these needs. Further, these materials will be produced in this way: One set of filmstrips and slides showing only Negroes subjects; one set showing only White subjects; and one set showing an integrated group of subjects. Each set produced will be identical except for race. The classes will be taught in a conventional manner.

4. To match these groups (3) on these variables: intelligence, scores on the Florida Statewide 12th grade Battery Test and college classification.

5. To administer the California Ethnocentrism Scale to all participants before the class begins and when it ends, to determine the amount of ethnocentrism for each group.

6. To have the selected instructors teach the course as described.

7. To administer the Cooperative American History Test -- high school and college -- to each group before and after the experimental course is taught to determine growth in this area.

Statistical Analysis

The statistical treatment involving the data will be the utilization of an analysis of variance to determine differences, if any, between the experimental groups on factors pertinent to this study.

Presentation and Analysis of the Data

Characteristics of the population: The participants in the study numbered sixty (60). This total figure represents the three experimental classes made up of twenty (20) students each. These students are residents of the state of Florida and were Freshmen in college at Florida Agricultural and Mechanical University, Tallahassee, Florida, 1960-61. The participants in the study were selected because they met the criteria for matching the three experimental classes and their class schedules coincided with the schedule of the experimental classes.

Table I shows how each experimental class was matched on the criteria for the study.

TABLE I

(Matching Factors For The Experimental Classes)

Class 1				Class 2				Class 3			
Name	Sex	I.Q.	Florida Statewide Test	Name	Sex	I.Q.	Florida Statewide Test	Name	Sex	I.Q.	Florida Statewide Test
01	1	93	356	001	1	101	312	0001	2	88	338
02	1	87	202	002	2	86	279	0002	2	90	228
03	2	95	317	003	2	104	488	0003	2	97	350
04	2	84	196	004	2	82	244	0004	1	93	491
05	2	90	300	005	2	93	405	0005	1	85	166
06	2	99	316	006	1	96	358	0006	2	97	452
07	2	84	214	007	2	90	427	0007	2	84	260
08	2	99	416	008	2	95	313	0008	1	93	299
09	1	90	284	009	2	94	335	0009	1	95	303
010	2	98	356	0010	1	86	230	00010	2	96	385
011	1	99	457	0011	1	90	364	00011	1	102	436
012	2	91	378	0012	1	95	372	00012	2	98	436
013	1	95	374	0013	2	89	435	00013	2	99	460
014	2	95	432	0014	2	85	230	00014	1	92	409
015	2	95	305	0015	2	84	364	00015	2	93	393
016	2	102	403	0016	2	100	358	00016	2	95	383
017	2	100	276	0017	2	83	113	00017	2	102	346
018	2	93	201	0018	2	94	325	00018	2	100	448
019	1	100	186	0019	2	92	296	00019	1	98	287
020	2	86	233	0020	2	92	273	00020	1	85	376
		N=94	N=314			N=92	N=331			N=93	N=362

Inspection of table I shows that the three experimental classes were well matched by intelligence scores. This is further validated by the mean scores on this factor. However, this finding is not as apparent when one inspects the individual scores, including the mean scores made by the participants on the Florida Statewide Test. It was found however, that when this factor was subjected to an analysis of variance there was no significant difference at the five (5) percent level of confidence on this factor between the three (3) experimental classes.

Another objective of this study was to determine the level of knowledge of the participants in the field of American History before being taught in the experimental course in American History. This was done by administering the Cooperative American History Test, Form C. It was also important to determine the level of ethnocentrism of these students before they were taught in the experimental classes. This was accomplished by administering the California Ethnocentrism Scale. The results of this pre-test activity is shown in Table II.

TABLE II

(Results Of The Cooperative American History Test And The California Ethnocentrism Test By Class And By Sex)

Class 1				Class 2				Class 3			
Name	Sex	C/HT	Ethno-centrism	Name	Sex	C/HT	Ethno-centrism	Name	Sex	C/HT	Ethno-centrism
01	1	43	28	001	1	32	35	0001	2	39	30
02	1	35	24	002	2	34	32	0002	2	37	28
03	2	42	27	003	2	49	26	0003	2	48	26
04	2	37	39	004	2	35	33	0004	1	39	30
05	2	43	32	005	2	36	30	0005	1	0	30
06	2	0	31	006	1	43	18	0006	2	39	29
07	2	0	28	007	2	46	34	0007	2	35	23
08	2	43	24	008	2	39	24	0008	1	41	26
09	1	32	39	009	2	40	39	0009	1	42	27
010	2	39	29	0010	1	32	29	00010	2	37	35
011	1	44	32	0011	1	43	27	00011	1	40	33
012	2	36	39	0012	1	47	27	00012	2	39	32
013	1	44	30	0013	2	44	32	00013	2	39	37
014	2	45	28	0014	2	40	31	00014	1	37	22
015	2	43	37	0015	2	53	37	00015	2	36	21
016	2	42	26	0016	2	47	39	00016	2	32	32
017	2	36	31	0017	2	37	39	00017	2	39	30
018	2	36	26	0018	2	40	19	00018	2	44	32
019	1	37	26	0019	2	32	39	00019	1	40	30
020	2	34	30	0020	2	41	24	00020	1	42	36
		N=36	N=30			N=41	N=30			N=33	N=31

Inspection of table II shows, on the basis of individual and mean scores that each group scored rather low on the (C.ET). For example, the scaled mean score for class 1 was 36; class 2, 41; and class 3, 38. The highest possible scaled score on this test is ninety-five (95).

There are no norms established for the California Ethnocentrism Test. This of course does not mean it is useless in measuring ethnocentrism. We therefore, established norms on this basis: We changed these raw scores to percentages and arranged them thusly: (99-80% = acute ethnocentrism, class IV; 79-60% - high ethnocentrism, class III; 59-40% = moderate ethnocentrism, class II and 39-20% = low ethnocentrism, class I. We removed all items on this test that referred to Negroes because for these students to react to these items it was felt would distort the results. In relating the percentages to the scores made on this test we arrived at this scale:

	Percentage	Score	Class
1.	80-99%	Any score above 31 is acute ethnocentrism	4
2.	60-79%	Any score between 29-31 is high ethnocentrism	3
3.	40-59%	Any score between 26-29 is moderate ethnocentrism	2
4.	39% and below	Any score below 26 is low ethnocentrism	1

Inspection of the mean scores for each experimental class reveals that class I had a score of (30) which indicates high ethnocentrism, class II had a score of (30) which also indicates high ethnocentrism and class III had a score of (31) which indicates acute ethnocentrism. All three classes ranked at least <u>high</u> in ethnocentrism on this pre-testing.

Teaching The Experimental Classes

There were three experimental classes. Class I utilized slides that showed only Negroes in the scenes. Class II utilized slides that showed an integrated group (Negroes and Whites), and Class III utilized slides showing only Whites in the scenes.

The students who participated in the study were assigned to the experimental classes on the basis of their class schedules so as not to cause conflict or jeopardize their following regular class schedules after they were matched on the criteria for the study. The instructors were assigned randomly to the experimental classes.

The faculty teaching the experimental classes organized the subject matter around certain issues. (See appended course outline). This course outline was used for each experimental class and was developed cooperatively by the experimental faculty. The other researchers worked cooperatively with these instructors in building a maximum amount of uniformity in teaching the experimental course as it related to content, methods of presentation of content, approach and selection of instructional materials.

The experimental teachers determined the slides that would be developed for this course and our graphics people made them. This is how it was done:

I. THE BASIC PROBLEM

The pictures developed for use in this study had to meet two specific qualifications: (1) they had to be designed to the content specifications of the teachers involved in the study, and (2) they had to be flexible enough in their pictorial presentation to lend themselves to depicting the three racially distinct characterizations e.g. Negro, White and integrated groupings. Meeting these qualifications involved several distinct steps in a developmnetal process.

II. A DEVELOPMENTAL PROCESS

Preliminary steps. The teachers involved in this study were the determinators of the content of the pictures. The content reflected their specific needs for a teaching tool. Typically, they decided upon those situations or events which they wished to have objectified pictorially. At this point, they called upon one of the artists associated with this study, and collectively they determined if the desired content would lend itself to depiction by the three racially distinct characterizations. When this had been determined to the satisfaction of those involved, the artist was requested to submit sketches for the teacher's approval. These approved sketches were to form the basis for the finished art work which was to follow.

Technique. It was necessary at this point, to decide upon a production technique that would satisfactorily meet the picture qualifications of racially distinct characterizations. The most expedient technique was (1) to design and execute a master picture which posessed one of the desired racial groupings, (2) to superimpose two successive acetate overlaps on which other distinguishing racial characteristics had been pointed, and (3) to photograph separately each of the racially distinct groupings.

This technique provided considerable control in keeping the picture content constant while allowing for changes in the racial grouping.

Picture Production. The artist who was responsible for producing the finished art work had a strong background of training and experience in the areas of drawing and painting. His style could be categorized as realistic.

This production artist worked from (1) sketches developed in the preliminary steps, (2) a discriptive listing of the desired pictures, and (3) related visual material furnished by the teachers.

It should be pointed out that all of the above routines required a semester to accomplish and the experimental classes lasted one (1) semester therefore, the whole project required one (1) year.

When the experimental classes were terminated, all of the participating students were again given the (CAHT) form Z and the California Ethnocentrism Test. This was done to determine their academic growth in American History and to measure their level of ethnocentrism at this point, Table III shows the results of this testing.

TABLE III

(Results Of The Cooperative American History Test And The California Ethnocentrism Test By Class And Sex)

Class 1				Class 2				Class 3			
Name	Sex	CAHT	Ethno-centrism	Name	Sex	CAHT	Ethno-centrism	Name	Sex	CAHT	Ethno-centrism
01	1	47	19 I	001	1	35	28 II	0001	2	40	26 III
02	1	43	18 I	002	2	35	27 II	0002	2	49	25 I
03	2	48	14 I	003	2	63	31 IV	0003	2	48	30 III
04	2	37	21 I	004	2	52	38 IV	0004	1	46	19 I
05	2	49	36 IV	005	2	40	15 I	0005	1	32	38 IV
06	2	40	28 II	006	1	53	5 I	0006	2	51	30 III
07	2	32	29 III	007	2	47	30 III	0007	2	42	25 I
08	2	46	30 III	008	2	41	20 I	0008	1	42	29 III
09	1	41	36 IV	009	2	42	14 I	0009	1	48	22 I
010	2	42	35 IV	0010	1	36	30 III	00010	2	39	32 IV
011	1	48	29 II	0011	1	59	39 IV	00011	1	53	32 IV
012	2	42	32 IV	0012	1	63	21 I	00012	2	48	31 IV
013	1	48	27 II	0013	2	55	30 III	00013	2	48	30 III
014	2	48	24 I	0014	2	50	23 I	00014	1	48	27 II
015	2	46	35 IV	0015	2	55	37 IV	00015	2	40	27 III
016	2	55	29 II	0016	2	51	30 III	00016	2	50	25 I
017	2	42	30 III	0017	2	48	12 I	00017	2	43	28 II
018	2	43	25 I	0018	2	42	23 I	00018	2	53	25 I
019	1	47	30 III	0019	2	45	21 I	00019	1	45	20 I
020	2	46	25 I	0020	2	29	22 I	00020	1	55	31 IV
		M=45	M= 28			M= 48	M =25			M =46	M =28

Inspection of table III shows that class I students made slightly higher scores on the (CAHT) form Z than previously. This is revealed by studying the individual scores and the mean score. This should of course be expected. It is possible that greater growth did not occur because of the low level of intelligence as shown by their intelligence scores generally and also by a low level of aspiration. Other related comments on this finding will be discussed on the ethnocentrism factor. This finding is also true for experimental classes II and III.

It is also revealed in table III that the participants in class I made lower ethnocentrism scores on the second administeration of the California Ethnocentrism Test than on the first. This is shown generally by inspection of the individual scores and by the mean score. This group used the slides showing only Negroes. Appearently the teaching and the use of the slides worked to ameliorate some of their ethnocentrism. This further comment seems warrented concerning this group. Those students who have high F-scale scores will not intensively and deliberatly perceive accurate meanings of history since they project self-abasement. Those who have low F-scale scores will not intensively and deliberately perceive accurate meanings of history since they project is wish-fulfilling and autistic thinking. This also may partially account for the small increase in knowledge on the second administeration of the (CAHT) form Z.

Participants in classes II and III also made lower ethnocentrism scores on the second administeration of the California Ethnocentrism Test. Class II was the group that used the All-White depictions. And class III the integrated (Negro and White) depictions. It would appear that students in class II who made low F-scale scores will perceive intensively and deliberately the accurate meanings of history since they have adopted the majority group as an authority figure and hence one to be revered . Those who have high F-scale scores will not perceive intensively and deliberatly the accurate meanings of history since the strong recognition of personal exclusion requires

some perceptual defending. Class III was the group that used the integrated depictions. Those participants in this class that made high F-scale scores will not perceive accurate meanings of history since they reject self as worthy participants. Those who made low F-scale scores will perceive intensively and deliberately the accurate meanings of history since the identify with, but do not supercede the total group.

Generally students made lower ethnocentrism scores on the second administeration of the California Ethnocentrism Test than on the first administration. It would appear that the instruction given by the experimental teachers and the use of the slides in all groups reduced this factor.

Table IV is a summary table for all factors used in the study.

TABLE IV

(Matching Factors For The Experimental Classes)

Class 1				Class 2				Class 3			
Name	Sex	I.Q.	Florida Statewide Test	Name	Sex	I.Q.	Florida Statewide Test	Name	Sex	I.Q.	Florida Statewide Test
01	1	93	356	001	1	101	312	0001	2	88	338
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03	2	95	317	003	2	104	488	0003	2	97	350
04	2	84	196	004	2	82	244	0004	1	93	491
05	2	90	380	005	2	93	405	0005	1	85	166
06	2	99	316	006	1	96	358	0006	2	97	452
07	2	84	214	007	2	98	427	0007	2	84	260
08	2	99	416	008	2	95	313	0008	1	83	299
09	1	98	284	009	2	94	335	0009	1	95	303
010	2	98	356	0010	1	86	230	00010	2	96	385
011	1	99	457	0011	1	98	364	00011	1	102	436
012	2	91	378	0012	1	95	372	00012	2	98	436
013	1	95	374	0013	2	89	435	00013	2	99	460
014	2	95	432	0014	2	85	230	00014	1	92	409
015	2	95	305	0015	2	84	364	00015	2	88	393
016	2	102	403	0016	2	100	358	00016	2	95	393
017	2	100	276	0017	2	83	113	00017	2	102	346
018	2	93	201	0018	2	94	325	00018	2	100	448
019	1	100	186	0019	2	92	296	00019	1	98	287
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		M=94	M=314			M=92	M=331			M=93	M=362

(Results Of The Cooperative American History Test And The California Ethnocentrism Test By Class And By Sex)

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03	2	42	27	003	2	49	26	0003	2	48	26
04	2	37	39	004	2	35	33	0004	1	39	30
05	2	43	32	005	2	36	30	0005	1	0	30
06	2	0	31	006	1	43	18	0006	2	39	29
07	2	0	28	007	2	46	34	0007	2	35	23
08	2	43	24	008	2	39	24	0008	1	41	26
09	1	32	39	009	2	40	39	0009	1	42	27
010	2	39	29	0010	1	32	29	00010	2	37	35
011	1	44	32	0011	1	43	27	00011	1	48	33
012	2	36	39	0012	1	47	27	00012	2	39	32
013	1	44	30	0013	2	44	32	00013	2	39	37
014	2	45	28	0014	2	40	31	00014	1	37	22
015	2	43	37	0015	2	53	37	00015	2	36	21
016	2	42	26	0016	2	47	39	00016	2	32	32
017	2	36	31	0017	2	37	39	00017	2	39	30
018	2	36	26	0018	2	40	19	00018	2	44	32
019	1	37	26	0019	2	32	39	00019	1	40	30
020	2	34	30	0020	2	41	24	00020	1	42	36
		M=36	M=30			M=41	M=30			M=38	M=31

(Results Of The Cooperative American History
Test And The California Ethnocentrism Test
By Class And Sex)

Class 1				Class 2				Class 3			
Name	Sex	CAHT	Ethno-centrism	Name	Sex	CAHT	Ethno-centrism	Name	Sex	CAHT	Ethno-centrism
01	1	47	19 I	001	1	35	28 II	0001	2	40	26 III
02	1	43	18 I	002	2	35	27 II	0002	2	49	25 I
03	2	48	14 I	003	2	63	31 IV	0003	2	48	30 III
04	2	37	21 I	004	2	52	38 IV	0004	1	46	19 I
05	2	49	36 IV	005	2	40	15 I	0005	1	32	38 IV
06	2	40	26 II	006	1	53	5 I	0006	2	51	30 III
07	2	32	29 III	007	2	47	30 III	0007	2	42	25 I
08	2	46	30 III	008	2	41	20 I	0008	1	42	29 III
09	1	41	36 IV	009	2	42	14 I	0009	1	48	22 I
010	2	42	35 IV	0010	1	36	30 III	00010	2	39	32 IV
011	1	48	29 II	0011	1	59	39 IV	00011	1	53	32 IV
012	2	42	32 IV	0012	1	63	21 I	00012	2	48	31 IV
013	1	48	27 II	0013	2	55	30 III	00013	2	48	30 III
014	2	40	24 I	0014	2	50	23 I	00014	1	42	27 II
015	2	46	35 IV	0015	2	55	37 IV	00015	2	40	27 III
016	2	55	29 II	0016	2	51	30 III	00016	2	50	25 I
017	2	42	30 III	0017	2	48	12 I	00017	2	43	28 II
018	2	43	25 I	0018	2	42	23 I	00018	2	53	25 I
019	1	47	30 III	0019	2	45	21 I	00019	1	45	20 I
020	2	46	25 I	0020	2	29	22 I	00020	1	55	31 IV
		M=45	M= 28			M= 48	M =25			M =46	M =28

Statistical Analysis of the Data

Another objective of the study was to determine if there were differences between the experimental classes on factors pertinent to the study, which were, intelligence scores, (CAHT) scores, ethnocentrism scores, and scores on the Florida Statewide Test. This was accomplished by means of an analysis of variance statistical technique and is shown in table V.

TABLE V

(An Analysis Of Variance Between The Three Experimental Classes On Pertinent Factors In The Study)

Sources Of Variation	Sum Of Squares	Degrees Of Freedom	Means Squared Variation	F
1. Total	2108.	59		
2. Between Groups	32.	2	16.267	.446
3. Within Groups	2075.	57	36.414	

At the five percent (5%) level of confidence there are no significant differences between the three experimental classes on any of the factors pertinent to this study. Therefore, the hypotheses to be tested in this research were not positively affirmed according to this statistical technique. This is an interesting finding for these participants, since we found that those students who saw only the all-Negro pictures and made low F-scale scores, and this is generally true for this class, did not intensively and deliberately perceive accurate meanings of history since they project in wish-fulfilling and autistic thinking.

The students who saw the integrated (Negro and White) pictures and made low F-scale scores, and this again generally true of this group, will perceive intensively and deliberately the accurate meanings of history since they identify with, but do not supercede the total group.

The class that was taught with the all-White depictions and made low F-scale scores, and this was also true generally of this group, would perceive intensively and deliberately the accurate meanings of history since they have adopted the majority group as an authority figure and hence one to be revered. Apparently, the experimental slides and teaching reduced the level of ethnocentrism of all the participants.

It was pointed up earlier in the study that the analysis of variance indicated no significant differences between the experimental classes at the five percent (5%) level of confidence on the factors pertinent to this study. However, it should be indicated on the basis of our interpretation of F-scale scores there were exceptions to this general conclusion. For example, those students who observed the all Negro pictures regardless of whether they made high or low F-scale scores would not perceive the accurate meanings of history. The participants who viewed the all White pictures and made high F-scale scores would not accurately perceive the meanings of history.

This standard held up rather well when one examines the test results for this group on both high and low F-scale scores. In other words, those students who made low F-scale scores would perceive more accurately the meanings of American History and vice versa. ~~The same finding is also generally true for class III, the students who viewed the integrated depictions.~~

Our general conclusion then would be in disagreement with our finding using the analysis of variance. We would conclude on this basis that the higher the level of ethnocentrism the less likely the individual will perceive objectively and vice versa the accurate meanings (facts) of American History.

Conclusions:

1. That southern undergraduate Negro students enrolled at Florida Agricultural and Mechanical University, 1960-61 and matched on the criteria for this study when exposed to pictures (slides) that depict all Negro, Negro and White (integrated) on all-White persons and taught in a convention way tended to manifest generally a reduction in ethnocentrism as measured by the California Test of Ethnocentrism.

2. That the only experimental group of the three which made low F-scale scores that would not perceive accurate (facts) meanings of American History was the group taught with the all-Negro depictions.

3. That according to the analysis of variance there were no significant differences between the three experimental classes on any of the selected factors at the five (5) percent level of confidence and therefore, for this study, our hypotheses were not positively affirmed statistically. However, when utilizing our standards for interpretation of F-scale scores our hypotheses were generally positively affirmed.

4. That all three groups made some gains (generally small) in their knowledge of American History after being taught in the experimental classes, but these gains were not significantly different between the three experimental classes.

Recommended Research

1. That a similar study be done on a larger population of southern undergraduate Negroes.

2. That a study be done utilizing other than conventional teaching techniques in conjuction with the slides or other instructional materials developed.

3. That a similar study be done on a southern White group of college students.

HISTORY 100

UNITED STATES, 1492 to the PRESENT

INTRODUCTORY STATEMENT

The rapid on-rush of the years and the ever-widening scope of the nation's world responsibilities are proving the impossibility of presenting the traditional historical chronology of the United States to those students who need, by curriculum requirements, exposure to a one-semester course. From experience gained in attempting to adequately teach such content within the narrow frame of a semester's time allotment and the look of concern manifested by the average student whose major interest lies in some other area, it was the thinking of this committee that the project offers an excellent opportunity to experiment with the content of History 100. Rather than continue to cover sketchily too much material and repeat those details with which most students have an acquaintance from high school, the effort was made to reorganize the course into ten significant areas or problems (as adapted from Hofstadter's, *Great Issues in American History*, and Link's, *Problems in American History*), that could best be presented under the given limitations of time and student interest. This course reorganization necessitated the definition of specific and general objectives by the committee which are as follows:

Specific Objectives

1. To present a meaningful semester's survey of ten basic areas of content in United States history;
2. To eliminate that great body of needless detail that is usually retained for tradition's sake;
3. To hold the student responsible for collateral reading from only one major source rather than requiring him to spread himself thinly over much much reading with the strong probability that he will do none;

4. To teach through emphasis and reemphasis upon certain basic threads of development that continue to follow from problem to problem;

5. To utilize special original visual materials in order to clarify and aid the learning experience as well as to attempt to measure the perceptual reactions of students to these materials.

General Objectives

1. To develop an appreciation of our social heritage;

2. To develop a love of historical reading;

3. To learn and understand instances of social, economic, and political processes;

4. To develop intelligent citizenship.

5. To promote international understanding;

6. To develop the students' ability to learn facts and formulate ideas.

Textbook:

Bailey, Thomas A., The American Pageant, A History of the Republic, D. C. Heath and Company, 1956, Boston.

Basic References:

Williams, Harry T., Current, Richard N., Freidel, Frank, A History of the United States, Vols. I and II, Alfred A. Knopf, 1959, New York.

Materials and Methods of Instruction:

1. Textbook: Bailey, Thomas, The American Pageant.
2. Library readings as listed at the end of each unit, maps, film strips, and slides.
3. Instruction will consist of lectures, map studies, recitation, and periodic tests.

HISTORY 100

UNITED STATES, 1492 TO THE PRESENT

COLONIZATION AND THE ESTABLISHMENT OF AN INDEPENDENT NATION, 1492-1783

A. European Background and Colonization

B. The Dual for North America

C. Colonial Life on the Eve of Revolt

D. The Road to Revolution and Secession from the Empire

Required Reading: Bailey, The American Pageant, pp. 3-148.
Commager, Documents of American History,
_____, The People Shall Judge, Vol. I, pp. 146-151.

Suggested Reading: Hacker, The Shaping of American Traditions, pp. 196-202.
Biesele, Readings in American History, Vol. I, pp. 76-85.
Amherst Studies, The Causes of the American Revolution.
Bartlett, The Record of American Diplomacy, pp. 12-14.

UNIT II

DOMESTIC AND FOREIGN PROBLEMS, 1783-1814

A. The Critical Period

B. The Constitution and the New Government

C. The Federalists and Foreign Friction

D. Jeffersonian Democracy

E. The Second War with Great Britain

Required Reading: Bailey, The American Pageant, pp. 149-244.

Suggested Reading: Dodd, Statesmen of the Old South, pp. 1-19.
Sheehan, The Making of American History, pp. 115-148; 149-168.

Hacker, *The Shaping of American Tradition*, pp. 233-252; 292-330; 437-445.
Amherst Studies, *Hamilton and the National Debt*.
Bartlett, *The Record of American Diplomacy*, pp. 102-128.
Pratt, *The Expansionists of 1812*.
Lorant, *The Presidency*, pp. 43-82.
Biesele, *Readings in American History*, pp. 348. Vol. I, pp. 76-85.
Baldwin, *The Stream of American History*, pp. 348-429.

UNIT III

NATIONALISM, JACKSONIAN DEMOCRACY AND EXPANSION

A. Post-War Nationalism

B. The Emergence of Jacksonian Democracy

C. The Jacksonian Era

D. Manifest Destiny of the Forties

E. Social, Cultural, and Economic Developments

Required Readings:
Bailey, *The American Pageant*, pp. 243-355.
Commager, *Documents*. Nos. 116; 121; 143; 147; 153; 167; 171.
The People Shall Judge, pp. 452-483; 499-515.

Suggested Readings:
Bowers, *Party Battles of the Jackson Period*.
Sheehan, *The Making of American History*, pp. 172-230; 279-314.
Amherst Studies, *Jackson versus Biddle--The Struggle Over the Second Bank of the U.S.*
Hacker, *Shaping of the American Tradition*, pp. 369-379; 400-542.
Curtis, *The Growth of American Thought*, pp. 129-427.
Amherst Studies, *The Turner Thesis Concerning the Role of the Frontier in American History*.
_____, *The Transcendentalist Revolt Against Materialism*.
Davidson, *Life in America*.
Commager, *The Heritage of America*, pp. 253-440; 445-475.
Lorant, *The Presidency*, pp. 103-132.
Dodd, *Statesmen of the Old South*, pp. 91-170.
Biesele, *Readings in American History*, Vol. I, pp. 86-105.
Eaton, *A History of the Old South*, pp. 472-501.

UNIT IV

THE ERA OF THE CIVIL WAR AND RECONSTRUCTION

A. Background: The South and the Slavery Controversy

B. Renewing the Sectional Struggle

C. The Drift Toward Disunion

D. The Civil War

E. Behind the Lines--North and South

F. Political Reconstruction

G. Post-War Politics and Reform

Required Readings:
Bailey, The American Pageant, pp. 356-518.
Commager, Documents, 180; 189; 202; 242.
Hacker, Shaping the American Tradition, pp. 597-604.

Suggested Readings:
Sheehan, The Making of American History, pp. 312-518.
Amherst Studies, Slavery as a Cause of the Civil War.
_____, The People Shall Judge, pp. 719-768.
Commager, The Heritage of America, pp. 483-505; 589-603.
Lorant, The Presidency, pp. 229-285.
Dodd, Statesmen of the Old South, pp. 171-239.
Wells and Peters, The 49ers.
Angle, The Lincoln Reader.
Bailey, Diplomatic History of the American People, pp. 229-285; 340-392.
Biesele, Readings in American History, Vol. I, pp. 329-349.

UNIT V

CULTURAL AND ECONOMIC CHANGES--1865-1900

A. Transportation, Industry and Labor

B. Post-War Society and Culture

C. The West and the Agricultural Revolution

D. *The Revolt of the Debtor*

Required Reading: Bailey, *The American Pageant*, pp. 519-605.

Suggested Readings:
Hacker, *Shaping of the American Tradition*, pp. 735-771; 877-882; 883-892.
Amherst Studies, *Democracy and the Gospel of Wealth*.
Sheehan, *The Making of American History*, pp. 404-440; 510-534.
Amherst Studies, *John D. Rockefeller--Robber Baron or Industrial Statesman*.
Commager, *The Heritage of America*, pp. 879-919; 979-999.
Lorant, *The Presidency*, pp. 407-425.
Cotner, *Readings in American History*, Vol. II, pp. 26-53.
The People Shall Judge, Vol. II, pp. 141-160; 175-317; 318-349.

UNIT VI

IMPERIALISM AND PROGRESSIVISM

A. *Preliminaries to Imperialism*

B. *The United States on the World Stage*

C. *Theodore Roosevelt and the Beginning of the Progressive Movement*

D. *Taft and the Progressive Revolt*

Required Readings:
Bailey, *The American Pageant*, pp. 606-686.
Commager, *Documents*, 350; 367-388.
Sheehan, *The Making of American History*, Vol. II, pp. 581-608.

Suggested Readings:
Amherst Studies, *Democracy and the Gospel of Wealth*.
Hacker, *Shaping the American Tradition*, pp. 927-972.
Commager, *The Heritage of America*, pp. 999-1061.
Lorant, *The Presidency*, pp. 447-485.
Bailey, *Diplomatic History of the American People*.
Cotner, *Readings in American History*, Vol. II, 149-169; 220-223.
Barck and Blake, *Since 1900*.

Baldwin, The Stream of American History, Vol. I, pp. 351-464.
Dulley, Twentieth Century America, pp. 59-171.

Suggested Readings:

Hacker, Shaping of the American Tradition, pp. 1125-1211.
Commager, The Heritage of America, pp. 1013-1129.
Cotner, Readings in American History, Vol. II, pp. 294.
Amherst Studies, The New Deal--Revolution or Evolution.
_____, Franklin D. Roosevelt and the Supreme Court.
Industry-Wide Collective Bargaining--Promise or Menace.
The People Shall Judge, Vol. II, pp. 480-552.
Sheehan, The Making of American History, Vol. II, 654-677.
Hacker, Shaping of American Tradition, pp. 1212-1240.
Dulles, Twentieth Century America, pp. 357-568.
Baldwin, The Stream of American History, pp. 639-676.
Lorant, The Presidency, pp. 615646; 647-728.
Friedel, Franklin D. Roosevelt.
Helm, Harry S. Truman.
Farley, Jim Farley's Story.
Sheehan, Making of American History, Vol. II, 678-700.
Hacker, Shaping of American Tradition, pp. 1212-1240.
Commager, Documents, Nos. 530; 537; 538; 540; 541; 554.
Bailey, Diplomatic History of the American People, pp. 732-894.
Cotner, Readings in American History, Vol. II, pp. 357-388.
Baldwin, The Stream of American History, Vol. II, pp. 676-913.

UNIT X

THE AFTERMATH

A. The Advent of the Cold War

B. Korea--Challenge to the West

C. The Long View

Required Reading: Bailey, *The American Pageant*, pp. 903-943.

Suggested Reading: (The last eleven references of Unit IX.)